

THE REPORT  
OF THE  
PRESIDENT  
OF  
QUEEN'S COLLEGE, GALWAY,  
FOR  
THE SESSION 1882-83.

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*Presented to both Houses of Parliament by Command of Her Majesty.*

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1883.

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# THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, GALWAY,

FOR

THE SESSION 1882-83.

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TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

In accordance with the provisions of the Act of Parliament founding the Queen's Colleges, I have the honour of submitting to your Majesty the following Report of the proceedings and condition of the Queen's College, Galway, for the Session 1882-3.

In the Reports which I have submitted at the close of each successive Session up to the present, I was enabled to present returns that gave evidence of the progressive condition of the College. In the Session 1880-1 the Students numbered 208; in the Session 1881-2 the number stood at 201; all, it should be observed, subject to the obligations of residence and daily attendance on lectures, somewhat exacting conditions when the circumstances are considered of the class from whom the great majority of our Students come. And I may be permitted in passing to observe that it can hardly fail to create a feeling of satisfaction in every patriotic mind to reflect that now, for upwards of thirty years, in this remote and outlying province, by the far-seeing policy of an illustrious statesman, there have existed opportunities as great as are to be found in any country in the world for the higher education of young men; who, on their part, by their careers in every walk of life and in every department of the public service, at home and abroad, have incontestably proved that the intellectual qualities elicited and cultivated by the studies of this place, and the habits of life superinduced by an earnest devotion to them, are singularly well adapted both to aid a student in that struggle in which every man must engage who desires to be the honourable artificer of his own position and fortunes, and also to ensure for the benefit of the community the qualifications of learning, science, and professional ability.

The changes introduced by recent legislation are now beginning to operate; but a considerable time must elapse before the new system shall have passed out of the experimental stage, and demonstrated its capacity to satisfy the growing educational

demands of the country and of the time. The Act of 1879, it is hardly necessary to repeat, established the Examinational system, as distinguished from the Collegiate, on the broadest possible basis. That continuity of teaching and correlation with examining, which was the essential characteristic of the Queen's University and Colleges, was set aside. This is not the time for discussing the principle or the grounds of that enactment, nor indeed is it necessary; for, looking at the measure merely from an educational point of view,—other considerations of course required to be taken into account when a great political problem had to be solved,—the system of academic training tested by periodical examinations would unquestionably command the preference of all competent judges to the institution of an Examining Board testing mere results; and I would further venture to observe that whatever may be the strength of the argument for substituting an Examining Board for a Collegiate system, it is unjust to rest the case for the change on the alleged failure of the Queen's Colleges. No unprejudiced man who is acquainted with the educational conditions of the country will deny that the Queen's Colleges provided for pressing wants not previously supplied, and that from the first they have been doing most successful teaching work, that could ill be spared in the Irish provinces; thus generating a feeling of local self-reliance and of self-respect, and offering an effective counterpoise to the centralization of University privilege in the capital.

While I believe it would still be premature to forecast the larger issue as to the ultimate effects of the new system on the higher education of the Irish people, the criterion by which alone it must stand or fall, yet so fundamental a change in University organization could hardly fail to produce certain appreciable results; and its immediate influence has been felt in this College in the serious decline of the number of Students on the rolls. The Students attending lectures during the past Session numbered 144, of whom 51 were in the Faculty of Arts, and 70 in that of Medicine; the remainder being divided between the departments of Law and Engineering. In the preceding Session the Arts Faculty included 57 Students, and that of Medicine 122. Other causes may have contributed to bring about this result. The pecuniary pressure on that class of the community from which the College mainly derived its support, arising from the state of the country for some time past, has doubtless not been without its effect; but it will be observed that the decline is almost exclusively confined to the Faculty of Medicine, that department of the College which it was foreseen would be particularly affected by the substitution of the Royal University for its predecessor. Some young men who are looking forward to the Medical profession may have absented themselves with the intention of preparing at home or under private tuition for the First University Examination in Arts required by the regulations of the Royal University, before entering on their professional studies; not a few may have proceeded to other institutions, where, without incurring the year's delay and expense, they may

be able to obtain the necessary qualifications for practising their profession. It is well known that candidates for the Medical profession are rarely able to meet the demands made upon their resources by a very expensive education. All that can be said is, that the decline is clearly assignable to external circumstances, not to internal defects, and that the system of instruction which has proved so successful in the past, shall be maintained with unabated vigour for the time to come.

It may not be considered out of place to dwell for a little on a subject suggested by the course of preceding observations, which has been lately attracting considerable public attention and discussion, and which involves interests much wider than those of the Royal University and the Queen's Colleges, while it is specially interesting to these institutions from its bearing both on educational methods and on the material interests of students; I mean the rapid extension of the Examination system—particularly in its competitive form—and the predominant part it has begun to play in the general education of the country. This system is steadily advancing in extent and importance, and bids fair to become the director and regulator of education. It is profoundly modifying the old methods of instruction. It is complained that the true ideal of education is losing ground under the pressure of competition, and apprehensions are expressed that the time is coming when, under the influence of this system, not only our schools, great and small, will be driven, in despite of their better judgment, to compete with each other in the pupil market to the extent of providing rather the teaching that shall pay in the way of immediate and material results than the teaching which is really fruitful and informing, but that the whole educational machinery of the country will be converted into an apparatus for encouraging and facilitating "cram."

Now, I am not prepared to acquiesce in an indiscriminate condemnation of the Competitive Examination system. It has been said that "Every error is a truth abused" (a not wholly true proposition), and this maxim may be applied to the method in question. Apart from its indispensable use as a test of results, it must be admitted that the Examination system tends to check desultory and unproductive reading, to give definiteness to a student's purpose, and to make his knowledge readily producible. Nay, even the much decried practice of "cramming" is not an unmitigated evil; it is, at least, a reaction against the slow teaching, the drowsy and sterile routine of the old educational methods. Some of the objections that have been urged against these methods seem to me theoretical and illusory. It is often said that knowledge should be pursued for its own sake, and not for the ulterior rewards connected with a conspicuous place in the Examination-lists. But every teacher finds within his experience a class of intellects so blunt or so inactive that every kind of inducement is useful to stimulate the flagging energies of the remiss, or to awaken the emulation of the apathetic. To urge this objection is to ignore the conditions of modern existence, the pressure and competition of actual life; where "every gate is

thronged with suitors," where every inspectorship, every mastership, is sought by a crowd of candidates. And so long as the results of examinations possess the influence they actually exercise on the prospects of candidates, so long will the "cramming" method, which is the product of the competitive system, justify its existence. The causes of this influence are beyond the control of Universities, and lie deep-seated in our social system, where they are daily acquiring new power. It is an influence that has been long felt even in the highest departments of education. It is many years since the learned Dean Mansel wrote at Oxford:—"As matters stand at present, no intellectual power will *pay*, unless it can bring forth marketable productions." "In the Cambridge of 1876," writes Mr. Sidgwick, "it would be difficult for Aristotle himself to obtain a serious audience of undergraduates, unless his teaching was understood to *pay* in some Tripos."

But while we should never lose sight of the ideal of Education, which consists in the full, free, and varied exercise of the faculties, "the educating of all that is potentially in a man," we must recognize facts as we find them, and make a perfectly candid use of the opportunities which the circumstances of the country and of the time afford. The system of examinations has grown upon us, and we must accept it for the present as the means for stimulating and directing the industry and the energies of students, supplying such safeguards as experience will suggest to neutralize, as far as possible, its inherent defects. The question is not whether we will have examinations or not, but what examinations we shall have. "So to order Examinations," says Professor Humphry, "that the maximum of good and the minimum of evil may result from them, is the great educational problem of our time." Now, the primary function of a University is to teach—to impart culture. Rightly conceived, it is an educating rather than an examining and prize-bestowing body; and its examinations should come in as the sequel of well ordered courses of study, and a test of the thoroughness with which the curriculum has been pursued. The application of the Examination test pure and simple has a tendency to engender certain well known intellectual defects, of which the chief is the habit of loading the memory with the mere results of knowledge rapidly accumulated, and, when the pressure is passed, almost as rapidly forgotten. It tends to foster "cram," to check the aspirations of a liberal curiosity, and to discourage the disinterested pursuit of knowledge. These are the results at which the best minds have arrived as to the place which examinations should hold in an educational system, and it is with reference to these principles that University reformers have directed their efforts.

But, in the absence of our ideal University, it is in the power of an Examining Board to exercise considerable educational influence. I think it is possible to devise and to work a scheme of examinations in such a manner that all the advantages, even in an Examinational point of view, should be on the side of real knowledge.

"To exclude as far as possible the favours or injuries of chance—to foil the arts of 'cram'—to apportion the success to the industry, the talent, and the good sense of the Students is, in effect, and indirectly, to secure good teaching, and good, energetic, honest learning. Good Examinations can help to effect all this, and good Examiners only can produce good Examinations; and masterly knowledge, aided by high talent and discretion, *alone* can make good Examiners." (Professor Vaughan). The Examining Boards of the Royal University are thus invested with a weighty responsibility, of which, it is needless to say, they are fully conscious. If from my own experience as a Professor and an Examiner I might venture to offer a suggestion, I would say that Examiners should regard themselves not merely as judges of the Students who come before them, but, to some extent also, directors of the teaching of those who will follow; they should aim at making their examinations not simply tests of fitness for certain positions and rewards, but also, as far as may be, educational agents, as guides of teaching and of study.

I am strongly of opinion that the efficiency of our examinations would be much increased by considerably enlarging the *viva voce* part in certain departments, and assigning it a higher value in the aggregate of marks. I believe that by a searching oral examination a test might be applied to the fulness and coherence of many parts of a student's knowledge, which would be more efficient and trustworthy than written answers afford. Difficulties might be felt in introducing a *viva voce* examination when the number of Candidates is large, but they are not insuperable; and I do not think the process indispensable except in the case of Candidates seeking a high place. I am also inclined to think that too much advantage is occasionally given to quickness of writing and readiness in producing knowledge by the number of questions proposed to be answered in a given time. Examination tests memory and power of book-work, as well as rapidity of penmanship, all of which are more or less estimable faculties, but may be possessed in a high degree by persons of very moderate capacity, while they may be far less conspicuous in real workers and thinkers. An examination should not be turned into "A Great Writing Race," as Professor Do Morgan used to style the examinations at Cambridge.

The assertion is constantly made that Students are attracted to the Colleges by the rich rewards, in the shape of Scholarships, which are bestowed with a liberal hand. A simple statement will dispose of this imputation. The entire sum placed at the disposal of each College for prizes to Undergraduates is £1,180. Of this sum £100 is distributed at the end of each session in book premiums; the remaining £1,080 is divided into scholarships and exhibitions, varying in amount from £25 to about £15, and which, with the exception of Scholarships in Arts of the second year, are tenable for one year only. There are, besides, eight Scholarships in each College, limited to Graduates, and likewise tenable for one year, of the value of £40 each. Anyone

acquainted with the helps and rewards held out to Students at the old seats of learning will perceive at a glance the insignificance, in number and in value, of the prizes which are at the disposal of the Queen's Colleges. One out of every three Students at Oxford holds a Scholarship. In that University there is distributed annually about £80,000 among the 4,000 Students, which gives an average of £20 per Student; in the Queen's Colleges the average would be about £4. The name "Scholarship," given to our prizes, tends to create misconception. In the old Universities a Scholarship is tenable for three, four, or five years, whereas in the Queen's Colleges all Scholarships, except those above mentioned, are thrown open to competition at the end of each session. Work and merit are the conditions of their tenure; the scholar wins by toil the privilege of further toil, and in this cumulative effort gives, it is to be hoped, a double strength to the fibre of his faculties and his will. Modest as these emoluments are, I could recall to mind many Students to whom the exiguity of means made them important, and who were enabled by their aid to secure the benefits of a University education, and access to honourable careers in life.

The Libraries and Museums are in a satisfactory condition, and are, in many sections of their respective subjects, most valuable collections. The liberality of the Legislature has provided for their annual augmentation, and has thus secured for the Students all the essential requisites of practical instruction, and has established for the benefit of this province permanent local repositories of Literature, Science, and Art. The Council have largely extended the benefits of the Library to the people of Galway. The Museums of Natural History and Geology are also visited with much interest by the general public, and are found to foster a taste for these important departments of science.

In Appendix A will be found Tables giving Returns as follows:—

I. The number of Students who entered Queen's College, Galway, in the Session 1882-83.

II. The total number of Students in attendance during the Session 1882-83; their Religious persuasions; and their distribution among the Faculties.

III. Number and Religious persuasions of Students who have entered Queen's College, Galway, in each Session from its opening.

IV. Number and Religious persuasions of Students attending Lectures in Queen's College, Galway, in each Session from its opening.

V. Locality of the Students in attendance during the Session 1882-83, according to Provinces, and from elsewhere than Ireland.



VI. Average Age of the Students present during the Session 1882-83.

VII. Courses of Lectures delivered during the Session 1882-83; the Number of Lectures in each Course; and the number of Students attending in each.

VIII. Names of Students of Queen's College, Galway, who obtained Degrees, Diplomas, and Honors at the Royal University Commencements in June and October, 1883.

In Appendix B will be found a List of Professors and Officers of the College, Dates of their appointments, Salaries, &c.

In Appendix C, a statement of the Receipts and Expenditure of the College for the year ending March, 1883.

Testified by your Majesty's dutiful servant,

THOMAS W. MOFFETT, *President.*

16th August, 1883.



## APPENDIX

## APPENDIX A.

I.—RETURN showing the NUMBER of STUDENTS who entered QUEEN'S COLLEGE, GALWAY, in the SESSION 1882-83.

	Matriculated.	Non-Matriculated.	Total.
Church of Ireland, . . . . .	7	—	7
Roman Catholics, . . . . .	12	3	15
Presbyterians, . . . . .	11	—	11
Wesleyan Methodists, . . . . .	—	—	—
Baptist, . . . . .	1	—	1
Total, . . . . .	31*	3	34

\* Includes 2 Students who attended as Non-Matriculated in previous Sessions.

With regard to religious denominations, I have classified the Students as they designate themselves in the forms filled up at entrance.

II.—RETURN showing the TOTAL NUMBER of STUDENTS in attendance during the Session 1882-83, their RELIGIOUS PERSUASIONS, and their Distribution among the FACULTIES.

FACULTIES.	Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Baptist.	Total.
Arts, . . . . .	7	14	28	1	—	1	51
Law, . . . . .	—	3	5	—	—	—	8
Medicine, . . . . .	16	40	11	3	—	—	70
Engineering, . . . . .	4	5	1	—	—	—	10
Occasional, . . . . .	1	5	3	—	—	—	9
	28	67	48	4	—	1	148
Deduct— Attending in two Faculties, . . . . .	—	—	4	—	—	—	4
Total separate Individuals, . . . . .	28	67	44	4	—	1	144

## III.—NUMBERS AND RELIGIOUS PERSUASIONS OF STUDENTS who have entered the Queen's College, Galway, in each year from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Vari-ous.	Total.
1819-50, . . .	64	4	68	24	38	6	-	-	-	68
1850-51, . . .	23	3	26	10	9	7	-	-	-	26
1851-52, . . .	31	5	36	13	21	2	-	-	-	36
1852-53, . . .	21	2	23	8	12	3	-	-	-	23
1853-54, . . .	25	5	30	12	15	3	-	-	-	30
1854-55, . . .	26	15	41	16	16	3	2	-	-	41
1855-56, . . .	32	7	39	14	15	8	1	1	-	39
1856-57, . . .	35	8	43	15	22	3	1	1	1	43
1857-58, . . .	36	7	43	16	17	9	-	1	-	43
1858-59, . . .	44	4	48	20	19	7	2	-	-	48
1859-60, . . .	35	5	40	12	25	1	-	1	1	40
1860-61, . . .	*59	1	60	13	33	12	2	-	-	60
1861-62, . . .	†59	3	62	21	35	6	-	-	-	62
1862-63, . . .	68	4	64	18	27	16	1	-	2	64
1863-64, . . .	54	5	59	20	24	11	2	4	1	59
1864-65, . . .	58	12	70	26	28	13	-	2	1	70
1865-66, . . .	46	3	49	16	19	10	3	-	1	49
1866-67, . . .	42	2	44	14	18	7	3	2	-	44
1867-68, . . .	†44	3	47	14	20	11	2	-	-	47
1868-69, . . .	†56	4	60	20	24	15	1	-	-	60
1869-70, . . .	40	5	54	20	25	6	2	-	1	54
1870-71, . . .	52	6	58	23	23	12	-	1	-	56
1871-72, . . .	†64	1	65	19	31	11	3	1	-	65
1872-73, . . .	55	4	59	17	24	14	1	2	1	59
1873-74, . . .	†69	3	63	27	31	21	3	1	-	63
1874-75, . . .	67	7	74	24	35	14	1	-	-	74
1875-76, . . .	†81	18	91	21	35	31	3	1	-	91
1876-77, . . .	†61	4	65	26	34	21	3	-	1	65
1877-78, . . .	67	6	73	18	23	29	3	-	-	73
1878-79, . . .	†81	4	85	24	35	24	2	3	-	86
1879-80, . . .	96	3	99	27	39	22	9	1	1	90
1880-81, . . .	†96	9	105	24	41	39	1	-	-	105
1881-82, . . .	†73	8	81	18	36	24	4	-	1	81
1882-83, . . .	31	3	34	7	15	11	-	-	1	34
Total, . . .	1,826	175	2,001	616	863	432	35	23	13	2,001

\* Including three who had previously been in attendance as non-matriculated students.

† Including two who had previously been in attendance as non-matriculated students.

‡ Including one who had previously been in attendance as a non-matriculated student.

## IV.—NUMBERS AND RELIGIOUS PERSUASIONS OF STUDENTS attending Lectures in the Queen's College, Galway, in each Session from its opening.

Session.	Matri- culated Stu- dents.	Non- Matri- culated Stu- dents.	Total.	Mem- bers of Church of Ireland.	Roman Catho- lics.	Presby- terians.	Wes- leyan Method- ists.	Inde- pend- ents.	Va- rious.	Total.
1849-50, . . .	64	4	68	24	38	6	-	-	-	68
1850-51, . . .	60	3	63	22	28	13	-	-	-	63
1851-52, . . .	60	5	73	25	41	7	-	-	-	73
1852-53, . . .	78	2	75	26	49	9	-	-	-	75
1853-54, . . .	76	5	81	30	42	9	-	-	-	81
1854-55, . . .	69	16	85	32	46	5	2	-	-	85
1855-56, . . .	78	9	87	26	42	14	3	2	-	87
1856-57, . . .	88	8	96	38	49	10	3	3	1	96
1857-58, . . .	92	8	100	31	47	16	3	2	1	100
1858-59, . . .	113	9	122	37	64	15	4	1	1	122
1859-60, . . .	111	7	118	31	69	11	2	2	3	118
1860-61, . . .	141	3	144	33	85	19	3	2	2	144
1861-62, . . .	148	3	153	39	91	19	3	1	-	153
1862-63, . . .	161	4	165	33	95	32	2	-	3	165
1863-64, . . .	160	5	165	41	91	25	3	4	1	165
1864-65, . . .	157	12	169	50	79	31	2	6	2	169
1865-66, . . .	139	5	144	35	71	29	4	4	3	144
1866-67, . . .	133	2	135	36	62	27	4	5	1	135
1867-68, . . .	124	3	127	34	54	32	3	4	-	127
1868-69, . . .	143	4	150	47	63	34	2	4	-	150
1869-70, . . .	130	8	138	42	66	24	2	3	1	138
1870-71, . . .	115	3	123	37	62	28	-	4	-	123
1871-72, . . .	139	2	141	31	79	25	4	2	-	141
1872-73, . . .	135	3	138	28	68	35	3	3	1	138
1873-74, . . .	152	4	156	35	77	38	5	1	-	156
1874-75, . . .	149	3	155	37	71	48	4	3	-	155
1875-76, . . .	156	11	167	23	83	58	3	4	-	167
1876-77, . . .	163	9	174	26	89	53	4	2	-	174
1877-78, . . .	166	9	175	36	73	61	5	-	-	175
1878-79, . . .	162	5	167	29	68	64	3	3	-	167
1879-80, . . .	176	4	180	29	72	63	2	1	-	180
1880-81, . . .	201	7	208	34	87	73	9	-	-	208
1881-82, . . .	192	9	201	41	85	65	10	-	-	201
1882-83, . . .	141	3	144	26	67	44	4	-	1	144

V.—RETURN showing the LOCALITY of STUDENTS present during the Session 1882-83, according to Provinces, and from elsewhere than Ireland.

	Students.
Province of Connaught, . . . . .	54
„ Munster, . . . . .	24
„ Ulster, . . . . .	57
„ Leinster, . . . . .	8
	<hr/>
From England, . . . . .	143
	<hr/>
Total, . . . . .	144

VI.—RETURN showing the AVERAGE AGE of the STUDENTS present during the Session 1882-83.

Age.	Students.	Age.	Students.
Under 17 years, . . . . .	4	20 and under 21, . . . . .	24
17 and under 18, . . . . .	12	Above 21 years, . . . . .	61
18 „ 19, . . . . .	21		<hr/>
19 „ 20, . . . . .	23		144

VII.—TABLE containing the NAMES of the several SUBJECTS Lectured upon during the Session 1882-83, the NUMBER of LECTURES given on each Subject, and the NUMBER of STUDENTS attending the Classes in each Subject.

	No. of Lectures on each Subject.	No. of Students attending the Classes in each Subject.
Greek, . . . . .	235	20
Latin, . . . . .	236	34
Mathematics, . . . . .	101	32
Natural Philosophy, . . . . .	202	40
English Language, . . . . .	61	17
„ Literature, . . . . .	87	12
Modern History, . . . . .	48	2
Metaphysics, . . . . .	44	3
Logic, . . . . .	53	15
Chemistry—Theoretical, . . . . .	50	11
„ Practical, . . . . .	31	31
Botany and Zoology, . . . . .	56	15
Mineralogy and Geology, . . . . .	48	5
Modern Languages, . . . . .	197	33
Political Economy, . . . . .	25	3
Jurisprudence and Civil Law, . . . . .	50	7
English Law, . . . . .	60	5
Anatomy and Physiology, . . . . .	82	51
„ „ Practical, . . . . .	88	50
Medicine, . . . . .	50	22
Surgery, . . . . .	60	21
Materia Medica, . . . . .	40	29
Midwifery, . . . . .	47	18
Medical Jurisprudence, . . . . .	34	12
Engineering and Drawing, . . . . .	231	10

VIII.—NAMES of STUDENTS of QUEEN'S COLLEGE, GALWAY, who obtained DEGREES, DIPLOMAS, and HONORS at the EXAMINATIONS of the ROYAL UNIVERSITY of IRELAND, in JUNE and OCTOBER COMMENCEMENTS in 1882.

FACULTY OF LAW.

*Degree of LL.B.*

Molloy, Mark, M.A.

FACULTY OF ARTS.

*Degree of M.A.*

*Second Class Honors.*—Kirkcr, H. Fitzwalter, in Logic, Metaphysics, and History.

*Passed.*—Jordan, William; Morrow, Henry W.; Semples, Samuel; Smyth, T. Crookery.

*Degree of B.A.*

*Second Class Honors.*—Keating, William H.; M'Donagh, Redmond.

*Passed.*

Buckley, Thomas.

Freyer, John.

Gailey, John.

M'Grannhan, James.

Moody, John.

Newell, Peter.

Rowney, George A. II.

*Second University Examination in Arts.*

Shannon, O. J., First Class Honors in Latin, Second Class in English, Second Class in Logic.

Maxwell, S. L., First Class Honors in Latin, Second Class in Greek.

Hamilton, W. M., Second Class Honors in Latin.

Thompson, J., Second Class Honors in Greek, Second Class in English.

Irvine, H. A., Second Class Honors in English.

Hogg, T. S., First Class Honors in Logic.

Fryar, S., Second Class Honors in Mathematics.

M'Cune, T. H., Second Class Honors in Mathematical Physics, Second Class in Experimental Physics.

Boycott, William D.

Mahon, William.

Mitchell, Andrew (Galway & Belfast).

Morton, David.

Sloane, George.

Smith, Henry.

Smith, Joseph.

Tyney, J. A.

*Exhibitions.*—*Second Class*, £20 each.

Maxwell, S. L.; Thompson, J.

*First University Examination in Arts.*

Note.—(Seventeen Students having passed the Seasonal Examinations in the College were exempted from presenting themselves for this Examination at the Royal University.)

FACULTY OF MEDICINE.

*Degree of Doctor of Medicine.*

*First Class Honors.*—Wise, Charles H.

*Second Class Honors.*—M'Murphy, J.

*Upper Pass Division.*—Jackson, Mark; Kelly, Michael; Gibson, William;

M'Dermott, Cornelius; Moynan, R. M.; M'Manus, L. S.

*Passed.*

Atock, Martin Henry.

Courtney, William.

Dillon, Luke Gerald.

Maguire, Connor J. O'Loughlin.

O'Gorman, Patrick.

O'Shaughnessy, Thomas Henry.

Whelan, Joseph H.

*Degree of Master of Surgery (M.Ch.).*

Atock, M. H.	Dillon, Luke Gerald.
Black, J. G.	Kelly, William.
Gibson, W. Walter.	M'Connell, Edward.
M'Dermott, C.	M'Cormick, John J.
M'Donnell, J. R.	Maguire, Connor J. O'L.
M'Manus, L. S.	O'Shaughnessy, Thomas H.
M'Murray, J.	Rutherford, Robert Leonard (Galway and Cork.)
Moynan, R. M.	Whelan, Joseph H.
O'Connell, D. V.	
Courtney, William.	

*The Diploma in Obstetrics.*

Gibson, William.	Maguire, C. J. O'L.
M'Murray, J.	Whelan, Joseph H.

*Second University Examination in Medicine.*

*Upper Pass Division.*—Bartley, William; Lynch, J. A.; Macnamara, R. J.  
Mahon, R. B.; Munro, W. H.; O'Doherty, C.

*Passed.*

Axford, William.	Waters, G. A.
Blackall, Patrick.	Atock, Arthur.
Fairbrother, J.	Carroll, James.
Hanly, J. J.	Kenny, John Drought.
Hannan, M. C.	M'Elaney, Daniel D.
Heaney, Patrick.	Moynan, Richard M.
M'Alone, J.	Nolan, Herbert W. B.
M'Donnell, N. J.	Parcell, Matthew.
Passmore, G. S.	Sharpe, John H.
Sexton, W.	Trimble, Robert.
Serughan, P. J.	

*First University Examination in Medicine.*

*Upper Pass Division.*—Livingstone, J. L.; O'Donnell, Henry.

*Passed.*

Dodds, Robert.	Flood, Edward F.
Gast, A. B.	Graham, George R. M.
Houston, F. S.	Horneck, Samuel.
M'Kinney, D. J.	M'Bride, Neil.
M'Sharry, E. H.	M'Sheffrey, Patrick.
Macnamara, Joseph.	Milligan, William.
Robinson, Edward.	Mossman, F. V. H.
Simms, John J.	O'Sullivan, Patrick.
Boyd, Robert James.	Waide, Hugh K.
Condon, Richard T.	Williamson, James D.
Costello, Thomas B.	Leslie, Richard W.
Eagleton, J. F.	Blanchfield, R.
Ewens, George F. W.	

## SCHOOL OF ENGINEERING.

*The Degree of B.E.*

*Second Class Honors.*—Thompson, W. J.

*Upper Pass Division.*—Geraghty, Thomas R. A.; Hardy, Earl A.

*Passed.*—Heron, Arthur T.

*Second Professional Examination.*

Bliss, Henry A.	Rowney, George A. H.
Creighton, Robert W.	

*Exhibition—Second Class, £25.*

Thompson W. J.



## APPENDIX B.

Revised showing List of Professors and Courses in the College, Dates of Appointment, Cash Salaries, and Remuneration as SALVAGEAN UNIVERSITY READING or from COLLEGE FUND.

Name of Professor	Chair	Date of Appointment if present Professor.	Salary from Endowment of Chair	Remuneration			Observations
				As Statute University Regulations	Cash Pay, from 1881 to 1884		
			£	£	s.	d.	
Dr Amy W. Thompson, M.A., B.Sc.	Greek	November, 1884.	220	20	14	0	0
John Fletcher Dyer, M.A., B.Sc.	Latin	December, 1885.	220	20	54	10	0
Geo. Johnston Allen, M.A., D.Sc.	Mathematics	December, 1885.	220	20	48	0	0
Joseph Larmor, M.A., D.Sc.	Natural Philosophy	March, 1885.	220	20	51	10	0
Thomas W. Moffat, M.A., D.Sc.	History, English Literature, and Mental Science.	August, 1885.	220 12 6	20	75	0	0
Thomas H. Bowney, M.A., D.Sc.	Chemistry	April, 1885.	220	20	220	0	0
William King, M.A.	Natural History	August, 1885.	220	20	55	0	0
Charles Gosker, M.A., D.Sc.	Mineralogy and Geology	November, 1885.	220	20	11	0	0
Charles Francis Bartlett, M.A.	Modern Languages	November, 1885.	220	20	56	0	0
	Jurisprudence and Political Economy.	March, 1885.	120	—	*16	0	0
Wm. R. Compton, M.A., D.Sc.	English Law	February, 1885.	150	—	7	0	0
Joseph F. Pye, M.A., M.D., D.Sc.	Anatomy and Physiology	November, 1875.	220	20	245	0	0
J. Isaac Lysons, M.A., M.D.	Principles of Medicine	November, 1875.	150	—	40	0	0
Geo. Y. Brown, M.B., B.Sc.	Principles of Surgery	August, 1885.	150	—	35	10	0
Mr. W. Goldhamer, M.B., M.D.	Statistical Medicine	February, 1878.	150	—	55	0	0
Ed. J. Woodcock, M.B., M.D.	Midwifery	October, 1875.	150	—	45	10	0
Edw. Townsend, M.A., C.E., D.Sc.	Civil Engineering	November, 1884.	200	20	27	0	0
Officers			Office				
Edw. Townsend, M.A., C.E., D.Sc.	Registrar	March, 1885.	75	—	—	—	
Geo. Johnston Allen, M.A., D.Sc.	Referee	October, 1885.	75	—	—	—	
Dr Amy W. Thompson, M.A., B.Sc.	Academic Librarian	December, 1884.	75	—	—	—	

\* Of this sum £10 was paid to the Executive of the late Professor R. Donnell, and the remainder to Dr. G. A. Mann, who delivered the Lectures while the Chair was vacant.

## APPENDIX

## ACCOUNT of the RECEIPTS and EXPENDITURE of the

	RECEIPTS.	£	s.	d.	£	s.	d.
Balances on 1st April, 1882, viz.:-							
General Account, . . . . .		2,172	2	8			
Special Account, . . . . .		76	0	0			
Library Deposits, . . . . .		0	0	0			
Grant Charged on Consolidated Fund (net amount received), . . . .					2,248	2	8
Annual Grant of Parliament, viz.:-					6,873	15	6
In Aid of Expenses of Maintenance, . . . . .		1,030	0	0			
In Augmentation of Professors' Salaries, . . . . .		195	1	6			
Professors' Class Fees, . . . . .					1,795	1	5
College Fees, &c., 28 Students at 10s. . . . .	£14	0	0		1,658	10	0
114 " " 5s. . . . .	38	10	0				
Certificates, . . . . .	2	0	0				
Dividends on Stock, . . . . .				44	10	0	
Endowments, . . . . .					44	10	0
Donation for Special Purposes, . . . . .							
Library Deposits, . . . . .					4	0	0
Proceeds of Sale of Stock, . . . . .							
Miscellaneous Receipts, for Sale of Timber, &c., . . . . .				8	14	0	
Interest on Deposit Account, . . . . .		31	2	11			
					27	10	11
TOTAL, . . . . .					432,421	2	0

C.

COLLEGE, for the year ended 31st March, 1883.

PAYMENTS.		£	s.	d.	£	s.	d.
Salaries, &c., paid out of Permanent Grant, viz. :—							
President, Professors, and Officers, . . . . .		4,682	3	0			
Scholarships, Prizes, and Exhibitions, . . . . .		1,587	3	0			
Minor Officers, Porters, and Servants, . . . . .		470	2	3			
					6,715	15	3
Salaries of Professors paid out of Special Grant, . . . . .					208	10	0
Library (£801 14s. 4d.) :—							
Ancient and Modern Languages, . . . . .		152	10	0			
Mathematical and Physical Sciences, . . . . .		85	0	0			
Natural Sciences, . . . . .		80	0	5			
Medical Sciences, . . . . .		63	0	0			
Engineering, . . . . .		16	17	11			
Mental and Legal Sciences, . . . . .		23	13	0			
General Library, and Printing Catalogue, . . . . .		84	15	0			
Binding, . . . . .		36	0	0			
Apparatus, Diagrams, Materials for Laboratory, &c. (£508 10s. 6d.) :—							
Chemical Laboratory, . . . . .		24	1	0			
Physical Cabinet, . . . . .		67	15	0			
Engineering—Diagrams, &c., . . . . .		1	4	11			
Medical Faculty—Apparatus, &c., . . . . .		215	15	5			
Museum of Natural History, . . . . .		82	19	0			
Museum of Medical Sciences, . . . . .		32	13	0			
Printing, Stationery, and Advertising, . . . . .		174	14	0			
Heating and Lighting, . . . . .		100	10	0			
Botanic Garden and Grounds, . . . . .		174	14	0			
Miscellaneous (£161 4s. 7d.) :—							
Porters' Clothing, . . . . .		35	0	0			
Water Supply, . . . . .		13	17	3			
Incidental Expenses, . . . . .		49	0	5			
Insurance, . . . . .		19	7	0			
					1,558	3	0
Professors' Class Fees, . . . . .					1,944	17	7
Endowments, . . . . .							
Special Expenses (out of Donation) . . . . .							
Library Deposits Repaid, . . . . .					5	0	0
Purchase of Land (Mortgage of Purchase Money), . . . . .							
Payments out of College Fees (£53 17s. 8d.) :—							
Stipend to Lecturers on Medical Jurisprudence, . . . . .		40	0	0			
Gratuity to the Superintendent, and Wages of Assistant in Students' Refreshment-room, . . . . .		7	14	10			
Petty Disbursements, Cleansing, &c., . . . . .		6	3	10			
					53	17	8
Payments (out of Miscellaneous Receipts), (Nil).							
Balance on 31st March, 1882, viz. :—							
General Account, . . . . .		2,111	1	1			
Special Account, . . . . .		2	17	5			
Library Deposits, . . . . .		8	0	0			
					2,424	18	6
TOTAL, . . . . .					£12,071	2	6

In addition to the Cash Balance, there is standing to the credit of the College the sum of £175 4s. 6d., New Three per Cent. Stock.

The accounts of the College up to 31st March, 1882, have been examined, and found correct, by the Comptroller and Auditor-General.\*

GEORGE J. ALLMAN, LL.D., D.S.C.

BURTON.

\* The certificate of the Comptroller and Auditor-General for the year ended 31st March, 1883, has not yet been received, but the accounts of the College for that year have been examined and found correct by the College Auditors.

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